**K-5 Math Lesson Plan**

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| **Teacher:** | | | | **Grade: Kindergarten** | | | **Date(s)**:  Day 1 |
| **Unit Title:**  Unit 1 Count Numbers 0-30 | | | | | **Corresponding Unit Task:**  Task 1: Counting to 30 (Scavenger Hunt) | | |
| **Essential Question(s):** What does a number represent?Why do we use numerals? **How are numbers arranged?** What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | |
| **Teacher:**  Anchor chart with outline of hand  Marker  Number cards | | **Student:**  Number cards 1-5 for each set of partners  Picture/Cutout of birthday cake  Candles for each student to place 5 candles on their cake | | | | Count | |
| **Learning Experience** | | | | | | | |
| **8 Mathematical Practices:**  **1. Make sense of problems and persevere in solving them**.  2. Reason abstractly and quantitatively.  **3. Construct viable arguments and critique the reasoning of others.**  **4. Model with mathematics.**  5. Use appropriate tools strategically.  **6. Attend to precision.**  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  K.CC.1 Count to 100 by ones and tens.  K.CC.2 Count forward beginning from a given number within the known sequence.  K.CC.3 Write number from 0 to 20. Represent a number of objects with a written numeral 0-20. | | | | | | |
| **I Can Statement(s):** I can count numbers 0-5. I can recognize numbers 0-5. I can write/trace numbers 0-5. | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  The teacher will begin the lesson by asking students if they have heard the expression “high five”. Select random students to discuss what they think a “high five” might be. If the students know what it is, select two students to demonstrate it. If they do not, model what a “high five” is for the students. Have students to select a partner to show a “high five”. Ask the students if they know why it is called “high five”. If the students are unable to guess, ask the students to look at their hand and discuss why they used their hand to give a “high five” to their partner. Also discuss, why you think they used the word five to describe the action. Students will practice counting to five on their finger. | | | | | | |
| **Teacher Directed:**  The teacher will create an anchor chart using a picture of a hand. The children will count the fingers on the hand. The teacher will then ask the students, if this is one finger, what is another way that I could show 1? Have the students to think of different ways to create 1 (drawing dots, using counters, or unifix cubes). Tell students we can also use numbers to represent the numbers 0-5. Ask the students, “Who can help me to write the number 1 on the first finger”. Then do the same for the remaining fingers. If the students do not know how to write the numbers. Model how to write the numbers for the students (discussing the different stokes they would need to use for each number).  Introduce the game “What’s Next”. This involves counting the numbers that come next when using the numbers 0-5. The teacher will use a number card and the students will have to guess what numbers come next when counting to five. The teacher will model by placing number cards 1-5 facedown. You will then select the top card off of the pile. Have the students to try and identify the number (they may need to refer back to the anchor chart). Have the students to hold up fingers to represent the number shown. Write the number on the board and draw two lines to show where you would write the numbers that come next. Then ask the students what numbers will come next when you count from the number shown. Have the students to come and try to write the numbers they chose on the lines once they guess. Then count to see if they have the correct numbers on the lines. Continue this until all the cards have been used. | | | | | | |
| **Guided Practice:**  Give partners a set of number cards, using the number cards 1-5. Have the students to practice the game with their partner. Walk around the room to make sure each student identifies the numbers correctly and to see which students are able to count on from a specific numbers. Take notes as you walk around. | | | | | | |
| **Independent Practice:**  Students will place 5 candles on a birthday cake. Students will practice tracing numbers 0-5 with pencil, crayon, finger tracing, sand, etc. | | | | | | |
| **Closing/Summarizing Strategy:**  The teacher will have the students to practice counting 0-5. Call out a number 0-5 and have students hold up that number of fingers. | | | | | | |
| **Differentiation Strategies** | | | | | | | |
| **Extension** | | | **Intervention** | | | | **Language Development** |
| \*Have student count to 10 and write numbers to 10.  \*Have students draw two hands and write numbers to 10.  \*Have students fill in (Numeral Handwriting Sheets 1-5) (http://www.k5mathteachingresources.com/kindergarten-math-activities.tml). | | | Small Group  \*Trace numbers 0-5.  \*Represent numbers to 5 with objects.  \*Use a five frame to represent numbers  \*Group objects in groups of fives. | | | | \*Use fewer numbers 0-3  \*Echo count  \*Counting/Numeral Recognition 1-10- (Poem) Show Me Five Fingers http://www.k5mathteachingresources.com/support-files/showme5fingers.pdf |
| **Assessment(s):**  Students will write and/or draw objects representing 0-5 in their math journal. | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | |

**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**:  Day 2 |
| **Unit Title:**  Unit 1 Count Numbers 0-30 | | | | **Corresponding Unit Task:**  Task 1: Counting to 30 (Scavenger Hunt) | | |
| **Essential Question(s):** What does a number represent?Why do we use numerals? **How are numbers arranged?** What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Number line  Picture of pond to use as a visual (paper/flannel)  5 fish cutouts (paper/flannel pieces) | | **Student:**  Pond work mat  Fish (enough for each student to have 5)  Dry erase boards  Dry erase markers/erasers | | | Count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  **1. Make sense of problems and persevere in solving them.**  2. Reason abstractly and quantitatively.  **3. Construct viable arguments and critique the reasoning of others.**  **4. Model with mathematics.**  5. Use appropriate tools strategically.  **6. Attend to precision.**  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  K.CC.1 Count to 100 by ones and tens.  K.CC.2 Count forward beginning from a given number within the known sequence.  K.CC.3 Write number from 0 to 20. Represent a number of objects with a written numeral 0-20. | | | | | |
| **I Can Statement(s):**  I can count numbers 0-5. I can recognize numbers 0-5. I can write/trace numbers 0-5. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Here is a number line. I want to teach you a song about the first 5 numbers.  5 Little Fish Swimming in the Sea  One little fish swimming in the sea, splishing and a splashing rockin to the beat, here comes another fish, whoop – say hello, two little fish swimming in a row  Two little fish……repeat adding next number up to five.  (add hand motions with fingers showing correct number) | | | | | |
| **Teacher Directed:**  Show a visual of a pond with 5 fish. Ask the question, “How many fish are in the pond?” Partner and have students discuss their answer. Ask, “How do you know?” Model touching and counting each fish in the pond. | | | | | |
| **Guided Practice:**  Take fish from the pond and distribute to 5 students. Ask students to come up one at a time and place their fish in the pond as group counts each fish to five. Redistribute fish and repeat process so each student has a turn. | | | | | |
| **Independent Practice:**  Each student will be given a pond work mat. Place a bowl of fish at each table. Instruct students to place 5 fish on their pond. Teacher will walk around and observe and assist students work. Students will practice tracing numbers 0-5 with pencil, crayon, finger tracing, sand, etc. | | | | | |
| **Closing/Summarizing Strategy:**  After each student has demonstrated placing 5 fish on their mat, group count all five fish. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Use white boards and students to number each fish they draw.  \*Ask what else can you draw five of? | | | \*Use a smaller number as a target number.  \*Use dot cards so student can count out number. | | | \*Model task as many times as needed.  \*Teacher begins counting with the student to get them started. |
| **Assessment(s):**  Teacher and assistant monitor students work and provide assistance as needed. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**:  Day 3 |
| **Unit Title:**  Unit 1 Count Numbers 0-30 | | | | **Corresponding Unit Task:**  Task 1: Counting to 30 (Scavenger Hunt) | | |
| **Essential Question(s):** What does a number represent?Why do we use numerals? **How are numbers arranged?** What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Music  Book, 10 Apples Up On Top  Book character pictures | | **Student:**  Book character pictures  Envelopes with characters numbered | | | Count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  **1. Make sense of problems and persevere in solving them.**  2. Reason abstractly and quantitatively.  **3. Construct viable arguments and critique the reasoning of others.**  **4. Model with mathematics.**  5. Use appropriate tools strategically.  **6. Attend to precision**.  7. Look for and make use of structure.  **8. Look for and express regularity in repeated reasoning**. | **Common Core State Standards:**  K.CC.1 Count to 100 by ones and tens.  K.CC.2 Count forward beginning from a given number within the known sequence.  K.CC.3 Write number from 0 to 20. Represent a number of objects with a written numeral 0-20. | | | | | |
| **I Can Statement(s)** I can count numbers 0-10. I can recognize numbers 0-10. I can write/trace numbers 0-10. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Sticky High Five  Introduce concept of Sticky High Five by telling students that when they hear music they walk around the room with their hand in the air. When the music stops they sticky high 5 the person closest to them. They will tell their partner their name and one thing they like to do. (Management: Teacher tells who talks first, ie; shortest, tallest, darkest hair, shortest hair, etc.)  After several times review Day 2’s lesson about high five and how many fingers on 1 hand. Ask how many fingers are there when you and your partner’s hands are “stuck”?  Tell student that today we will be counting to 10. Read and share the book, 10 Apples Up On Top. | | | | | |
| **Teacher Directed:**  After sharing book tell students that we will make apples on top of the characters from the story. Put characters on board in order (1-10) and ask student how many apples should be on top of the first character (1). Repeat until all characters have the correct number of apples that corresponds with their number on chest. Count as a group. | | | | | |
| **Guided Practice:**  Pass out sheets that have animal characters with numbers 1-10 in order. Students will draw the correct number of apples on top of each animal.  . | | | | | |
| **Independent Practice:**  Each student will be given an envelope with 10 animals. Each animal will have a number 1-10. Students will put them in order, glue and draw the corresponding number of apples on top. Students will practice tracing numbers 6-10 with pencil, crayon, finger tracing, sand, etc. | | | | | |
| **Closing/Summarizing Strategy:**  Using the product from the Independent Practice above, as a group, in unison, students will point/touch each apple and count to 10. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Have student count to 15 and write numbers to 15.  \*Have students draw objects that represent 15.  \*Have two missing cards in a sequence  \*What number comes before the sequence  \*What number comes after the sequence | | | \*Use a smaller number as a target number.  \*Use dot cards so student can count out number.  \*Teacher will model again and count with student.  \*Use number line to model and reinforce numbers. | | | \*Model task as many times as needed.  \*Teacher begins counting with the student to get them started.  \*Echo count |
| **Assessment(s):**  Teacher and assistant monitor students work and provide assistance as needed. Independent Practice will provide assessment data to check for student understanding. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**:  Day 4 |
| **Unit Title:**  Unit 1 Count Numbers 0-30 | | | | **Corresponding Unit Task:**  Task 1: Counting to 30 (Scavenger Hunt) | | |
| **Essential Question(s):** What does a number represent?Why do we use numerals? **How are numbers arranged?** What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Anchor chart showing 15 children in a line, numbered  Spinner with numbers 1-5 | | **Student:**  ball  enough spinners for every 5 students with numbers 1-5 | | | Count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  **1. Make sense of problems and persevere in solving them.**  2. Reason abstractly and quantitatively.  **3. Construct viable arguments and critique the reasoning of others.**  **4. Model with mathematics**.  5. Use appropriate tools strategically.  **6. Attend to precision.**  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards**  K.CC.1 Count to 100 by ones and tens.  K.CC.2 Count forward beginning from a given number within the known sequence.  K.CC.3 Write number from 0 to 20. Represent a number of objects with a written numeral 0-20. | | | | | |
| **I Can Statement(s):**  I can count numbers 0-15. I can recognize numbers 0-15. I can write/trace numbers 0-15. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  (Prepare beforehand: Make an anchor chart showing 15 children in line numbered).Introduce the following song, pointing to children on the anchor chart as you sing.  Song is to the tune of “Ten Little Indians”  1 little, 2 little, 3 little children,  4 little, 5 little, 6 little children,  7 little, 8 little, 9 little children,  10 children standing in line.  11 little, 12 little, 13 children,  14, 15 kindergarten children,  15 boys and girls together,  All at school today. | | | | | |
| **Teacher Directed:**  Teacher will have 15 volunteers come to the front of the room and stand in line. Class will sing together as teacher or student volunteer points to children in line. Repeat with another group of student volunteers. | | | | | |
| **Guided Practice:**  Students will stand in a large circle. Give one student a ball and student will begin with 1 and pass the ball to the student beside them as that student says 2, etc. until they reach the number 15 and then repeat activity again. Repeat activity several times.  Give directions for Independent practice below. Model with several students in front of the group. Assign each student a number 1-5. Demonstrate how to use a spinner that has numbers 1-5 displayed. A student will spin the spinner. Whatever number it lands on, the student assigned that number will count out loud to 15 while the remainder of the group listens and checks their rote counting. That student will then spin the spinner and the activity will continue. Model several times.  . | | | | | |
| **Independent Practice:**  In groups of 5, students will number themselves and complete the activity modeled above.  Students will practice tracing numbers 11-15 with pencil, crayon, finger tracing, sand, etc. | | | | | |
| **Closing/Summarizing Strategy:**  Sing the song that was learned in today’s Activating Strategy. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Have student count to 20 and write/trace numbers to 20.  \*Have students draw objects that represent 20.  \*Have two missing cards in a sequence  \*What number comes before the sequence  \*What number comes after the sequence | | | \*Use a smaller number as a target number.  \*Use dot cards so student can count out number.  \*Teacher will model again and count with student.  \*Use number line to model and reinforce numbers. | | | \*Model task as many times as needed.  \*Teacher begins counting with the student to get them started.  \*Echo count  \*Illustrate with number line. |
| **Assessment(s):**  Teacher and assistant monitor students work and provide assistance as needed. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**:  Day 5 |
| **Unit Title:**  Unit 1 Count Numbers 0-30 | | | | **Corresponding Unit Task:**  Task 1: Counting to 30 (Scavenger Hunt) | | |
| **Essential Question(s):** What does a number represent?Why do we use numerals? **How are numbers arranged?** What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Anchor chart showing 15 children in a line, numbered  Spinner with numbers 1-5  Number board with #s 1-20  Bag with number cards 1-20 | | **Student:**  enough spinners for every 5 students with numbers 1-5 | | | Count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  **1. Make sense of problems and persevere in solving them.**  2. Reason abstractly and quantitatively.  **3. Construct viable arguments and critique the reasoning of others.**  **4. Model with mathematics**.  5. Use appropriate tools strategically.  **6. Attend to precision**.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  K.CC.1 Count to 100 by ones and tens.  K.CC.2 Count forward beginning from a given number within the known sequence.  K.CC.3 Write number from 0 to 20. Represent a number of objects with a written numeral 0-20. | | | | | |
| **I Can Statement(s):**  I can count numbers 0-20. I can recognize numbers 0-20. I can write/trace numbers 0-20. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Review the “15 Children” song that was taught yesterday. Sing the song together. Song is to the tune of “Ten Little Indians”  1 little, 2 little, 3 little children,  4 little, 5 little, 6 little children,  7 little, 8 little, 9 little children,  10 children standing in line.  11 little, 12 little, 13 children,  14, 15 kindergarten children,  15 boys and girls together,  All at school today.  Now that we can count to 15, today we will learn to continue and count to 20. | | | | | |
| **Teacher Directed:**  Display numbers 1-20 on board. Count together. In a bag have number cards 16-20; a student volunteer will pick a number from the bag and match it to the number on the board. Whole group will count from 1 to the number pulled from the bag. Continue until each child has had a turn to pick a number. | | | | | |
| **Guided Practice:**  Counting steps activity: Students will take steps to see how far they can go in 20 steps. Divide students into 2 groups. One will work with assistant, one group with the teacher. One at a time, students will walk 20 steps as their classmates count. Mark where each child stops. | | | | | |
| **Independent Practice:**  Repeat spinner activity from previous day.  Assign each student a number 1-5. Demonstrate how to use a spinner that has numbers 1-5 displayed. A student will spin the spinner. Whatever number it lands on, the student assigned that number will count out loud to 15 while the remainder of the group listens and checks their rote counting. That student will then spin the spinner and the activity will continue. Students will practice tracing numbers 16-20 with pencil, crayon, finger tracing, sand, etc. | | | | | |
| **Closing/Summarizing Strategy:**  March around the room taking 20 steps as they rote count to 20. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Have student count to 25 and write/trace numbers to 25.  \*Have students draw objects that represent 25.  \*Have two missing cards in a sequence  \*What number comes before the sequence  \*What number comes after the sequence | | | \*Use a smaller number as a target number.  \*Use dot cards so student can count out number.  \*Teacher will model again and count with student.  \*Use number line to model and reinforce numbers. | | | \*Model task as many times as needed.  \*Teacher begins counting with the student to get them started.  \*Echo count  \*Illustrate with number line. |
| **Assessment(s):**  Teacher and assistant monitor students work and provide assistance as needed. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**:  Day 6 |
| **Unit Title:**  Unit 1 Count Numbers 0-30 | | | | **Corresponding Unit Task:**  Task 1: Counting to 30 (Scavenger Hunt) | | |
| **Essential Question(s):** What does a number represent?Why do we use numerals? **How are numbers arranged?** What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Counting book of your choice  Overhead bear number sheet  22 plastic bears | | **Student:**  Bear number sheet  22 plastic bears per child | | | Count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  **1. Make sense of problems and persevere in solving them.**  2. Reason abstractly and quantitatively.  **3. Construct viable arguments and critique the reasoning of others.**  **4. Model with mathematics**.  5. Use appropriate tools strategically.  **6. Attend to precision**.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  K.CC.1 Count to 100 by ones and tens.  K.CC.2 Count forward beginning from a given number within the known sequence.  K.CC.3 Write number from 0 to 20. Represent a number of objects with a written numeral 0-20. | | | | | |
| **I Can Statement(s):**  I can count numbers 0-22. I can recognize numbers 0-22. I can write/trace numbers 0-22. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Students will march around the room 20 steps while counting aloud to 20. | | | | | |
| **Teacher Directed:**  Share/read counting book of your choice (Ex; Twenty Two Bears by Clair Huchet Bishop, Can’t Sleep, Count Sheep by Kathryn Cave, M & M Counting Book etc.) On overhead, place bear number sheet and have student count to 22 with teacher as she places a bear over each number. | | | | | |
| **Guided Practice:**  Give each child their own bear sheet and 22 plastic bears. Count together to 22 as a plastic bear is placed on each numbered bear. When complete, count to 22 again together, while removing a bear. \*Stress that we start at number 1 and go in order. | | | | | |
| **Independent Practice:**  With a partner complete Guided Practice activity. One child puts the bears on while counting. Next child takes them off while counting. Students will practice tracing numbers 16-22 with pencil, crayon, finger tracing, sand, etc. | | | | | |
| **Closing/Summarizing Strategy:**  As a group point to bears and count to 22. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Have student count to 30 and write/trace numbers to 30.  \*Have students draw objects that represent 30.  \*Have two missing cards in a sequence  \*What number comes before the sequence  \*What number comes after the sequence | | | \*Use a smaller number as a target number.  \*Use dot cards so student can count out number.  \*Teacher will model again and count with student.  \*Use number line to model and reinforce numbers. | | | \*Model task as many times as needed.  \*Teacher begins counting with the student to get them started.  \*Echo count  \*Illustrate with number line. |
| **Assessment(s):**  Teacher and assistant monitor students work and provide assistance as needed. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**:  Day 7 |
| **Unit Title:**  Unit 1 Count Numbers 0-30 | | | | **Corresponding Unit Task:**  Task 1: Counting to 30 (Scavenger Hunt) | | |
| **Essential Question(s):** What does a number represent?Why do we use numerals? **How are numbers arranged?** What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Chart with 22 bears  Basket of 25 books  Paper cutout of 25 books | | **Student:** | | | Count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  **1. Make sense of problems and persevere in solving them.**  2. Reason abstractly and quantitatively.  **3. Construct viable arguments and critique the reasoning of others.**  **4. Model with mathematics**.  5. Use appropriate tools strategically.  **6. Attend to precision**.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  K.CC.1 Count to 100 by ones and tens.  K.CC.2 Count forward beginning from a given number within the known sequence.  K.CC.3 Write number from 0 to 20. Represent a number of objects with a written numeral 0-20. | | | | | |
| **I Can Statement(s):**  I can count numbers 0-25. I can recognize numbers 0-25. I can write/trace numbers 0-25. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher and student will count to 22 while pointing to bears on a chart. | | | | | |
| **Teacher Directed:**  Show students a basket of books (that will be used for performance task). Ask how can we tell how many books are in the basket? Have students Think-pair-share. Discuss ideas. Count books adding a book picture to a sentence strip. Continue to 25. | | | | | |
| **Guided Practice:**  Discuss the different shapes that clouds can be. Show the students 25 cotton balls. Using the overhead/tech cart, count each cotton ball as it is placed on blue paper to form a puffy cloud picture. | | | | | |
| **Independent Practice:**  Each student will count their cotton balls (clouds). Then they will count again as they place each cloud on the sky (blue paper) to form a puffy cloud picture. When all 25 clouds are in the picture they pretend to be the wind and blow the clouds apart. Continue in this manner, making different scenes in the sky as time permits. Students will practice tracing numbers 16-25 with pencil, crayon, finger tracing, sand, etc. | | | | | |
| **Closing/Summarizing Strategy:**  Take all clouds (cotton balls) off of paper to put back in baggie counting to 25. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Have student count to 30 and write/trace numbers to 30.  \*Have students draw objects that represent 30.  \*Have two missing cards in a sequence  \*What number comes before the sequence  \*What number comes after the sequence | | | \*Use a smaller number as a target number.  \*Use dot cards so student can count out number.  \*Teacher will model again and count with student.  \*Use number line to model and reinforce numbers. | | | \*Model task as many times as needed.  \*Teacher begins counting with the student to get them started.  \*Echo count  \*Illustrate with number line. |
| **Assessment(s):**  Teacher and assistant monitor students work and provide assistance as needed. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**:  Day 8 |
| **Unit Title:**  Unit 1 Count Numbers 0-30 | | | | **Corresponding Unit Task:**  Task 1: Counting to 30 (Scavenger Hunt) | | |
| **Essential Question(s):** What does a number represent?Why do we use numerals? **How are numbers arranged?** What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Book, The April Rabbits  Sentence strip number line | | **Student:**  Sentence strip number line  Rabbit pictures | | | Count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  **1. Make sense of problems and persevere in solving them.**  **2. Reason abstractly and quantitatively.**  **3. Construct viable arguments and critique the reasoning of others.**  **4**. Model with mathematics.  **5. Use appropriate tools strategically.**  **6. Attend to precision**.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  K.CC.1 Count to 100 by ones and tens.  K.CC.2 Count forward beginning from a given number within the known sequence.  K.CC.3 Write number from 0 to 20. Represent a number of objects with a written numeral 0-20. | | | | | |
| **I Can Statement(s):**  I can count numbers 0-30. I can recognize numbers 0-30. I can write/trace numbers 0-30. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Count 25 cotton balls from Day 7. | | | | | |
| **Teacher Directed:**  Share book, The April Rabbits by David Cleveland. Tell students that everyday in the story Robert discovered another rabbit. Today we will count rabbits to 30. Teacher will model counting 1-30 on a sentence strip/number line. | | | | | |
| **Guided Practice:**  Share story. Students will count the rabbits on each page. At the end of the story students will count rabbits as the teacher places them on the sentence strip/number line. | | | | | |
| **Independent Practice:**  In small groups students will place rabbits on a sentence strip number line counting to 30. Students will practice tracing numbers 25-30 with pencil, crayon, finger tracing, sand, etc. | | | | | |
| **Closing/Summarizing Strategy:**  Gather together and count to 30. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Have student count to 30 and write/trace numbers to 30.  \*Have students draw objects that represent 30.  \*Have two missing cards in a sequence  \*What number comes before the sequence  \*What number comes after the sequence  \*Take some rabbits away, place and count how many rabbits there are | | | \*Use a smaller number as a target number.  \*Use dot cards so student can count out number.  \*Teacher will model again and count with student.  \*Use number line to model and reinforce numbers. | | | \*Model task as many times as needed.  \*Teacher begins counting with the student to get them started.  \*Echo count  \*Illustrate with number line. |
| **Assessment(s):**  Teacher and assistant monitor students work and provide assistance as needed. Independent practice work will demonstrate if student has understanding of concept. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |